

NCLB-TITLE III
NEW JERSEY
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO)

The first AMAO shows annual increases in the number or percentage of children making progress in learning English. In New Jersey, we will define this objective as follows:

**In 2013-14, 100% of all Limited English Proficient (LEP) students will increase one level of English language proficiency after each year of English language instruction.*

The second AMAO shows annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as follows:

**Grades K-4: In 2013-14, 100% of all LEP students will achieve English language proficiency and exit the program in four full years or less.*

**Grades 5-12: In 2013-14, 100% of all LEP students will achieve English language proficiency and exit the program in five full years or less or meet New Jersey high school graduation requirements.*

The following tables show the annual targets for each of the AMAO:

- The first column demonstrates the percent of LEP students that are expected to show progress in acquiring English language proficiency. Progress is defined as moving up one English language proficiency level for each year that a student is enrolled in a language assistance program.
- The second column shows the annual target for the percent of LEP students that meet the time-in-program for acquiring English and exiting language assistance programs.

English Language Proficiency Performance Targets
Annual Measurable Achievement Objectives (AMAO)

Grades K – 4

English Language Proficiency Targets	Percent or Number of LEP Students Making Progress in Acquiring English Language Proficiency	Percent or Number of LEP Students Attaining English Language Proficiency ¹
2003-2004 School Year	50%	<i>50%</i> ²
2004-2005 School Year	55%	55%
2005-2006 School Year	60%	60%
2006-2007 School Year	65%	65%
2007-2008 School Year	70%	70%
2008-2009 School Year	75%	75%
2009-2010 School Year	80%	80%
2010-2011 School Year	85%	85%
2011-2012 School Year	90%	90%
2012-2013 School Year	95%	95%
2013-2014 School Year	100%	100%

¹ The first cohort of students (those students in grades K to 4 who completed their first full year in an English language program in 2002-2003) will complete four years of English language instruction at the end of the 2005-2006 school year. Therefore this AMAO can first be measured at the end of the 2005-2006 school year.

² During 2003-4 and 2004-5, the true value of this Annual Measurable Achievement Objective cannot be measured, since no cohort will have completed four full years in the program from the baseline year. The targets listed in this table for these two years are presented in italics and will be estimated based on a snapshot of students rather than by a cohort.

Grades 5-12

English Language Proficiency Targets	Percent or Number of LEP Students Making Progress in Acquiring English Language Proficiency	Percent or Number of LEP Students Attaining English Language Proficiency ³
2003-2004 School Year	50%	<i>50%</i> ⁴
2004-2005 School Year	55%	<i>55%</i>
2005-2006 School Year	60%	<i>60%</i>
2006-2007 School Year	65%	65%
2007-2008 School Year	70%	70%
2009-2010 School Year	80%	80%
2010-2011 School Year	85%	85%
2011-2012 School Year	90%	90%
2012-2013 School Year	95%	95%
2013-2014 School Year	100%	100%

³ The first cohort of students in grades 5 to 12 (those students in grades 5 to 12 who completed their first full year in an English language program in 2002-2003) will complete five years of English language instruction at the end of the 2006-2007 school year. Therefore, this AMAO can first be measured at the end of the 2006-7 school year.

⁴ During 2003-4, 2004-5 and 2005-6, the true value of this Annual Measurable Achievement Objective cannot be measured, since no cohort will have completed five full years in the program from the baseline year. The targets listed in this table for these three years are presented in italics and will be estimated based on snapshots of students rather than by data from a full cohort.